

## **ATTACHMENT 1: FREQUENTLY ASKED QUESTIONS**

**Funding Opportunity Number: EPA-R9-AIR6-06-008**

### **Indoor Environments: Reducing Public Exposure to Indoor Pollutants**

*NOTE. This FAQ does not address all components of the RFIP.*

#### **SECTION (A) - Q & A regarding the grant process**

Q. Who can I contact for additional information?

A. We will only address questions having to do with Administrative issues.

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Q. Our organization has a Region 9 Indoor Air cooperative agreement which will not end until October 2007. Can we apply for funding in a different priority area?

A. Yes

Q. Is an organization allowed to submit more than one proposal, if they are for different projects?

A. Yes. Submit separate proposals.

Q. Can we include more than one priority area in our project?

A. Yes. This could be an innovative approach. The concept proposal should show how the different priority areas are linked in the project.

Q. Can we apply for two year funding?

A. Yes, but be mindful of the fact that this will extend the total funding for your award over two years, not double the funding. Please describe the project and budget on a yearly basis; funding for the second year will be dependent upon availability of funds at that time.

Q. Why are the pages documenting Past Performance” and “Programmatic Capability” not counted toward the concept proposal page limit?

A. This new requirement could differentially affect applicants. If your response to this requirement would put you over the page limit, you should clearly identify where the related text begins and ends, so that this section won’t be applied toward the page count.

Q. Is there a cost sharing or match requirement?

A. There is no cost sharing requirement, but leveraging of EPA funds can affect point score in the evaluation criteria. (See in Section V.A., VI. Budget and Matching Funds: #2.)

Q. What is “leveraging?”

A. In this case, “leveraging” is combining EPA’s funding with resources from non-EPA sources to enhance the quality and/or quantity of outputs and environmental health outcomes.

Q. Is it helpful and useful to EPA for us to clearly show that our project is scalable if I apply for the maximum funding?

A. Yes.

Q. How do I clearly show scalability?

A. If an alternate project duration (for example, one year instead of two, at a different funding level) is also provided, applicants may provide one additional page to describe changes to workplan, including

expected outputs and outcomes. If needed, you may provide a separate budget page for this alternate iteration.

Q. Please define sustainability. Is there a time period for how long we should be able to sustain a project?

A. The answer to the question is that there is no specific time period for how long the project should continue after the grant has ended. This links to the following: Under Section V.A. Evaluation Criteria (Project Sustainability and Replication), “when EPA funding concludes, what is the likelihood that project can continue?”

Q. Is it required to use the Outputs/Outcomes Tables in our proposal?

A. While the table format is not mandatory, you may find that it is the easiest way to fulfill the requirement that you have described the activities, outputs and environmental outcomes aimed at achieving environmental results.

Q. Would a project utilizing EPA’ *Healthy Schools Environmental Assessment Tool (Healthy SEAT)* accomplish EPA’s goal of “all schools using IAQ Tools for Schools, or comparable IAQ practices, to ensure a strong IAQ management plan and subsequent improved IAQ in schools?”

A. EPA’s “**Healthy SEAT**” is **not** a substitute for the day-to-day vigilance and good practice that is necessary at every school to manage effectively environmental, health and safety issues in a manner that protects children, staff and the environment at all times. “Healthy SEAT” is software tool to help school districts establish and manage comprehensive school facility self-assessment programs. Among its options is an indoor air assessment checklist, which recommends that the district assessor make sure that each school has an IAQ coordinator, an IAQ profile and management plan, and records of ventilation system inspections. However, ensuring that IAQ is protected requires that school staff implement an IAQ management plan on an on-going basis, and that attention is paid on a daily basis to all activities in the school that may impact indoor air quality. This daily school-level vigilance is also essential to protect students and staff from many other potential problems, including chemical hazards, pest infestations, and water problems that may cause mold, to name only a few.

(See: <http://www.epa.gov/schools/healthyseat/frequentquestions.htm>)

Q. What supplies are allowable or not allowable under this program?

A. EPA funds can only be used for environmental (not medical) purposes. This prohibition includes asthma supplies such as spacers, peak flow meters, nebulizers, etc., but *not* appropriate environmental mitigation supplies. Additionally, EPA funds may not be used for “incentives,” such as t-shirts, pencils, etc. See Section IV. Elements of the Concept Proposal G: Budget/Supplies

Q. When will the project period begin under these awards?

A. Our goal is to begin the project approximately in November 2006.

Q. What will happen after my proposal is selected?

A. If you are selected, you will be receiving a grant guidance letter instructing you on how to prepare the final application. There may need to be negotiations about your final work plan, budget, and deliverables.

D. Can funding be used to acquire services or fund partnerships?

A. Funding may be used to acquire services or fund partnerships, provided the recipient follows procurement and sub-award or sub-grant procedures contained in 40 CFR Parts 30 or 31, as applicable.

Q. Will EPA consider partial funding for projects?

A. Yes. EPA reserves the right to partially-fund proposals by funding discrete activities, projects, or phases of proposed proposals. If EPA decides to partially fund proposals, it will do so in a manner that does not prejudice any applicants or affect the basis upon which the proposal, or portion thereof, was evaluated and selected for award, and that maintains the integrity of the competition and the evaluation/selection process.

**B) Program-specific questions:**

Q. Could you provide concrete examples of a “demonstration project?”

A. CAA 103(b)(3) states that “demonstrations must involve new or experimental technologies, methods, or approaches, where the results of the project will be disseminated so that others can benefit from the knowledge gained in the project. A project that is accomplished through the performance of routine, traditional, or established practices, or a project that is simply intended to carry out a task rather than transfer information or advance the state of knowledge, however worthwhile the project might be, is not a demonstration.” (While the statute refers to technology, which mostly represents engineering, EPA is referring to education and outreach activities.)

Q. If we have an existing project that we want to expand to a new target group is this eligible?

A. Yes.

Q. Can projects include research?

A. If the applicant needs to gather information or generate data to support or inform outreach conducting, this would be reasonable. Generation of data or other research isolated from outreach program activities would not be eligible.

Q. Will EPA correct IAQ problems in schools? Does EPA want to demonstrate that repairs in schools and the use of good IAQ management plans lead to better IAQ?

A. EPA is not authorized to repair buildings - this is considered implementation. For example, EPA can demonstrate that IAQ management plans in schools are effective, but cannot go into a broad number of schools and pay for mitigation. Applicant should outline the methodology they will use in addressing IAQ in schools. EPA cautions about proposing programs or program implementation projects. EPA’s authority extends to outreach, education, and demonstration projects only.

Q. Can grant funds be used to mitigate homes?

A. Mitigation is acceptable under the authority for this grant to the extent that it is done as a way to teach occupants how to clean-up and/or prevent indoor environmental triggers of asthma in their home.

Q. What exactly do you mean by “health professionals trained” as an output for indoor environmental triggers for asthma?

A. The term “health professional” indicates someone who has received a health care degree, license, certification or credential. Asthma “training” should include a meaningful component on asthma triggers, involve a formal or informal presentation (not just distributing educational materials at an event), and should be at least the length of a 45-50 minute conference session. Outputs not meeting these criteria should be reported using other descriptors.